EXTENSION NUMBER (See Last Cover Page)

THE NEGRO FARMER

AND MESSENGER

VOL. 3, NO. 13
JULY 1, 1916

TUSKEGEE INSTITUTE
ALABAMA

In Memory of Those of the

Tenth Cavalry, U. S. A.

Who fell at Carrizal, Mexico, June 21, 1916, In Defense of Their Country

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Since November, 1915, the Negro Farmer and Messenger has served, in a measure, as the organ of the Extension Department..

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AND MESSENGER

PUBLISHED EVERY OTHER WEEK.

ISAAC FISHER....Editor and Business Mgr.

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SATURDAY, JULY 1, 1916

MEMBER
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The Editor's Page

THE GALLANT TENTH CAVALRY—

HATS OFF!

(This editorial closes Isaac Fisher's work on this paper.)

Somewhere in the wilds of Mexico, without Christian burial but with bodies cold and stark upon the ground—bodies pierced by bullets of steel—under the withering heat by day and watched by the silent moon and stars by night, unpitied out there, save by a merciful God—somewhere in strife-torn Mexico, there rest in death the flower of the gallant Tenth Cavalry—Negro soldiers who wore the uniform of the United States of America.

The Story of a Battle

We have not all the facts (June 26); but on June 21, 1916, General Frederick Funston reported that "There was a clash this morning at Carrizal, near Villa Ahumada, between Carranza and American troops in which General Gomez and other Mexicans were killed, the number unknown. The number of American killed or wounded unknown." The report further stated that the Americans were decoyed into a trap by a flag of truce; and that it was believed that the American troops were the Tenth Cavalry.

On June 22, it became definitely known that troops C and K of the Tenth Cavalry, colored, were the Americans soldiers in the engagement and that they "held the field for five hours before retreating, although they were outnumbered 5 to 1."

On June 23, seven survivors of those engaged in the battle at Carrizal straggled into the American headquarters and General Pershing reported to our Government "that the American cavalry command engaged at Carrizal was the object of a treacherous attack by Carranza soldiers and virtually was wiped out."

The manner and cause of this "wiping out" is pertinent:

Reaching a point within one mile of Carrizal on the morning of June 21, Captain Boyd, senior officer in command of troops C and K, sent a note to General Gomez, Mexican commander, asking permission to pass through the town. General Gomez requested a conference with Captain Boyd before granting the request; and a flag of truce was raised while the two sides conferred.

Mark, now: although the truce should have prevented this, just as the conference concluded, a terrible Mexican machine gun began pouring a hail of bullets into the ranks of the Tenth Cavalry. Let the Associated Press finish the story:

"Captain Boyd had ordered his men to dismount as the machine gun opened fire, and the combined effort of the Mexican charge, the machine gun fire and the rifle fire from the Mexican garrison of Carrizal, which had almost surrounded the little American force under cover of the parley sought by General Gomez, stampeded the horses.

"With their mounts gone, caught without means of escape, ringed about on three sides with the fire of an overwhelming force the fate of the little detachment is believed by officers here to have been sealed.

"It is thought that only the most stupendous luck backed by desperate valor could have extricated Captain Boyd's men from the trap."

Since these reports, we have had very little real news as to how many of our boys were massacred; but we know that the flower of the command have been sent to their death or disabled.

How Did They Die?—How Fight?

How did these soldiers die? They died as they had lived since they put on the uniform—like brave men. They have been praised again and again for their bravery, soldierly qualities and great value to the service of the United States. But let's read the record:

"General Pershing (leading the expedition into Mexico) reported that the troops under Captain Boyd and Captain Morey showed the greatest courage and exhibited the most sterling fighting qualities."

Said another message from the American field headquarters:

"Trapped and fighting against heavy odds, the troops of the Tenth Cavalry, engaged at Carrizal on Wednesday, charged twice directly into the jaws of the ambush which the Mexicans had laid for them."

But there is still another tribute, which we must preserve for all times. Speaking of the bloody battle of the Alamo and the brave Americans who, trapped like rats, gave their lives there for their country, the editor of the Atlanta Constitution declares that the stand those white Americans made at that bloody place **"will ever be recorded as one of the most notable heroic incidents of world history."**

Now mark the following tribute from that writer:

"And so it seems that Carrizal is to become another Alamo! With the same trap, the same heroic defense, the same display of American heroism and, no doubt—the same outcome!

Unwept? No! Unhonored? No! Unsung? No!

This is my last editorial on The Negro Farmer and Messenger and, under a high sense of obligation to those who shall live after me, of my own race, I am devoting these lines to the duty of recording the race's sense of appreciation of the deeds of these colored soldiers whose death and bravery have conferred distinction and honor upon their race.

The bodies of our soldier dead are festering where they fell in an alien land; but I serve notice upon the world that those dead are not unwept. The news of their massacre laid hold upon the hearts of the colored people of this country. I spoke of their passing to a colored man, and the lines about his mouth tightened and he turned away from me that I might not see the tears that stole down his face. I spoke to a colored matron of my pride in the fact that since they had to die, they died like men; and this gentle woman could find no words, amidst her tears, except these: "And the pity of it all is that they died in the service of a country which does not care and whose injustice to their race must ever be the reproach of the United States!"

I asked the Dean of Women here to call three girls into the parlor of the building that I might get them to pose for the picture on the front cover of this paper; and when I talked to them and told them that it was our duty to remember the patriotism of these soldier dead, all the smiles left their faces and in their hearts they were shedding tears for their heroes dead out in storm-tossed Mexico.

We colored people weep for the gallant dead of the Tenth Cavalry for we loved them and the record they have made.

What Honors?

Somewhere in this broad land there ought to be a monument erected to the memory of these men. Their death has reflected glory upon us. We must not and we will not forget them. The story of how they died and the country for which they died should be told in every colored schoolhouse, in every church, in every secret order, in every colored newspaper. They have honored us. We must honor them.

We Shall Sing Their Glory

Around the beautiful city of Vicksburg, Mississippi, are monuments that have been erected by the different States whose troops fought and died there in the memorable siege of Vicksburg. There are none there for the Negro patriots who fell; and there are few anywhere. Certainly, few, if any States will erect monuments to the patriots of my race—it is the humor of the world not to do so—so much the worse for the world. But we colored men and women must sing the praises of these of our race who give "the last full measure of devotion" to their country. We can sing; we must sing until our children learn that we are not ungrateful.

Once More—How Did They Die?

I believe that the Negro must answer his country's call; but I do not forget the evergrowing number of colored people who are beginning to waver in their loyalty to this Government—the number who keep asking—Why? to what end? what's the use? I am sorry that my country—yes, this is my country, I have no other—I am sorry that my country regards so lightly the fidelity and patriotism of the black man; and there is too much bitterness and resentment growing in the hearts of Negroes against American injustices for me to say that the country may always count upon the loyalty of the Negro.

But—

I am glad that the Tenth Cavalry has cheerfully carried the brunt of the work being done in Mexico; I am glad that when serious work was to be done, the Tenth was usually sent to do it; I am glad that they proved themselves patriots, not grumbling malcontents, but patriots and true soldiers; and I am glad that when they looked death in the face the last time at Carrizal, they were still thinking of their country, my country, our country, and if any thought of American caste, American proscription, American bitterness toward them flitted across their minds, it was lost in the higher, finer, nobler, more patriotic thought that they were serving their country.

It is hinted that somebody blundered—

"Their's not to reason why,
Their's but to do and die."

They were soldiers. They fought like soldiers, they obeyed like soldiers, they died like soldiers.

The Last Word

A grateful race will embalm their deeds and will present the gallant Tenth Cavalry to history that their deeds may be written upon her roll of fame. God rest in peace those who fell at Carrizal in defense of country and for their race's honor.

—ISAAC FISHER.

A KIND WORD, THANKS AND TWO PRAYERS

ISAAC FISHER AND HIS MISSION

Congratulations to our confrere, the brilliant Isaac Fisher of Tuskegee, who has been recently called to a larger field in directing the university publications at Fisk University, Nashville, Tenn. We predict there is something big "in the offing" for the versatile Isaac Fisher — whose rise to fame in the literary world has been meteoric—the modern "Daniel" whose judgment prompted him to advise the race to "stop thinking black!"

Greetings, friend Fisher!—Cleveland (Ohio) Advocate.

To be called "friend" by one he has never seen is very much worth while; and the Editor, from his heart, returns with interest the kindliness expressed above by his friend of the Advocate.

As to that future of which our friend writes with such assurance, I am thinking in terms of Newman's great hymn—

Lead, Kindly Light, amid the encircling gloom,
Lead Thou me on;
The night is dark and I am far from home—
Lead Thou me on.
Keep **Thou my feet, I do not ask to see**
The distant scene—one step enough for me."

And of Kipling's Recessional—

If drunk with sight of power we loose
Wild tongues that have not Thee in awe,
Such boastings as the Gentiles use,
Or lesser breeds without the law;
Lord God of Hosts be with us yet,
Lest we forget, lest we forget."

Amen!—The Editor.

THE COLORED-SERVANT EDITORIAL

Atlantic City, N. J.,
June 19, 1916.

My dear Mr. Fisher:

Thanks for your kind letter. While my opinion is not worth very much, I

think, nevertheless, your "Colored Servant" Editorial is the greatest you've ever written. Tuskegee should do something to get it before the whole race. I have given it to the Y. M. C. A. President here, who has posted it in a public place. Send me another copy, and oblige.

Yours truly,
John Griffith.

WILLIAM RAKESTRAW, FARMERS' CONFERENCE AGENT

No mention of Tuskegee's Extension work would be complete without a word at least, about Mr. William Rakestraw, Negro Farmers' Conference Agent.

Mr. Rakestraw lives in the field with the farmers; and for over ten years has been the direct medium of communication between Alabama farmers, in particular, and the Tuskegee Institute. The people in the country know him and speak highly of his counsels and advice. Again and again has the Editor of this paper received letters from the colored people of the farms, speaking in high terms of "Rev. Rakestraw's helpful talks."

Mr. Rakestraw has been with the Farmers' Conference Work longer than any other Agent.

MRS. ISAAC FISHER RECEIVES CERTIFICATE IN FLORICULTURE

Snatching a few hours from her household duties at regular intervals, Mrs. Isaac Fisher has completed the course in Floriculture at the Tuskegee Institute since returning here in 1914, and has recently been granted a graduation certificate from the Division of Floriculture.

By an oversight which the school regretted exceedingly, Mrs. Fisher did not receive her certificate at Commencement, but it has been presented to her since that date.

A RURAL SCHOOL BUILDER

We regret that there is not space to name in detail all the valuable workers of the Extension Department, but before passing, we must mention Mr. Vernon W. Barnette, one of the most valuable rural schoolhouse builders on the staff. Mr. Barnette has been repeatedly commended for the success he has had in creating interest in building schoolhouses.

THREE YEARS IN RURAL SCHOOL BUILDING

By Booker T. Washington, Jr.

About three years ago I decided that I would like to join the Extension force and help in promoting the building of better schoolhouses in the rural districts for the colored people. Although I did not receive regular employment three years ago, nevertheless, it was my pleasure and privilege to make frequent trips to various communities during the summer vacations while a student at Fisk University. It was then that I became impressed with the work and learned something of the real condition of our rural people. My particular work in the Extension Department consists in helping the people to build better rural schoolhouses, by assisting them in meetings, rallies and various other ways to raise funds with which to erect first-class school buildings; also, in assisting them to choose desirable locations for building, letting of contracts, buying of material and following the work up until a good schoolhouse has been built and furnished according to plans from Tuskegee and the Alabama State Department of Education.

During the last two years, not counting incomplete schoolhouses, we have built in Alabama almost one hundred schoolhouses, well lighted, heated and ventilated; and in many cases, the school grounds have been beautified. The cost of these structures is from seven hundred to one thousand dollars. In the work there have been many difficulties to overcome. In the first place I have found that educational improvement in the rural districts is a slow process. The inconveniences which one sometimes has to undergo in regard to proper food and shelter are indeed many and trying, but are insignificant when compared with the great good to be accomplished. The fact that for so many years our rural people have been visited by "fakers" makes it difficult at first to impress them with the honesty of any undertaking, but when they thoroughly understand the spirit of the movement, they are very willing to make sacrifices to comply with the conditions for receiving Rosenwald and State aids to build better schoolhouses.

(One of the most gratifying thoughts of the late Dr. Washington's last years was the knowledge that Booker Washington, Jr., had become interested in the work for and among the rural colored people.—Editor.)

WHAT I AM TRYING TO DO WITH SCHOOL GARDENS AND SCHOOL FARMS

By Kimmuel Huggins, Supervisor School Farms and Gardens, Macon County, Alabama

For the past few months we have been conducting school gardens at twenty of the rural schools of this County. We believe that nothing helps to arouse interest, to encourage better methods of farming, and to make practical the agricultural teachings in the rural schools as is true of the school gardens. The school garden though very essential is not an end in itself. It is simply a means to an end. It serves as a laboratory in which the child has an opportunity to express its individuality and to put into practice many of the things laid down in the next book.

I am glad to say that most of the teachers have been striving to make the school gardens serve the purposes for which they were intended, (1) "To create in the child a desire to carry out in the home this knowlege on a larger scale." (2) To make the lessons in agriculture practical. (3) To furnish material for nature study and (4) To serve as a demonstration plot for the people of the community. It is hoped that in the near future all of the schools in Macon County will have a small plot of land set aside for a garden.

In connection with the school gardens the patrons and children of these communities are cultivating one or more acres of land for the benefit of the school. The people meet on the day set aside by the school farm manager to work the farm. Often it does not require more than two hours to work a farm of three acres. Therefore everybody can go back home without having lost much time from their own farms. The money secured from the sale of the products raised on these plots is to be used to support the schools.

I am striving to make these farms serve a four-fold purpose, an educative, an economical, a social and a financial purpose. They will serve an educative purpose in that they furnish an opportunity for the people to learn better methods of cultivation, to learn a lesson of co-operation and of organization; an economical purpose in that they furnish an opportunity for the people of these communities to have an easy way to raise money for their schools, at their

spare moments. A social purpose in that it brings the people of the communities in closer touch with each other and furnishes an opportunity for them to work together, and a financial purpose in that they furnish a means of raising revenue for the schools.

FOUR YEARS OF RURAL SUPERVISION IN MACON COUNTY

By Sarah L. Woodall, Supervisor Rural Schools, Macon County, Alabama

It was September, 1912, when I was asked to take up the work of supervising industrial teacher in the public schools of Macon County, Alabama. I reported for duty at Tuskegee Extension office October 10th. I was given a list of the colored rural schools in the county, which were sixty in number. I was informed by the Director of the Extension Department that I was to improve the Academic and Industrial work of these sixty schools, improve the buildings and grounds, beautify the school yards, work up school gardens and school farms, in other words, I was to work for the general development of Macon County and its people. I made out my daily schedule of visits for one month, which put me to twenty schools. It was said that I must try to visit each school and community once per month spending one day at each, but I (discovered) that twenty days were a school month and to spend one day at each school would take me three months, I made best of the situation, however, and got around as rapidly as one would expect to have been taken from one school to another by persons in the various communities.

I was able the first term to learn the location of my schools, find their needs get industrial work started in twenty-six schools, get persons of eight communities to cultivate school farms, to organize school improvement leagues; to make a rural school exhibit at the County Fair, a similar school exhibition at the State Teachers' Association: to hold seventy-two trustee meetings with the people in the County, and raise with my leagues and trustees money to buy small necessities for several schools, as well as working up an extended month in eighteen or more schools. My first year's experience convinced me that Macon County was about the hardest County in which one could work. First the people had had quite a bit of work done for them without charges; they had been taught to neither lend nor give, but charge well for all that they did for others; the above made it hard to get them to lend their aid to the education of their children or give assistance to those who go among them for help. I might say that most of the school work in Macon County for the past ten years has been done under the auspices of the Extension Department of Tuskegee Institute and the County Superintendent of Education.

My second year's work was similar to the first, only I understood better what I had to do, therefore I accomplished twice as much as the first year. I did not vist so many schools. I tried to center my efforts on twenty-six schools so that I could see results. I exhibited not less than fifty pieces of industrial work from each of these twenty-six schools in Birmingham, Alabama, and at Tuskegee Institute during the visit of the Trustees. It was during this year that the Home Makers' Canning Clubs were started in the County. I organized twelve clubs with one hundred seventy-two members, who canned two thousand five hundred forty-four jars of vegetables and fruits for their home use. At the beginning of my third year's work, another Supervisor was placed in the County and given half the territory; this enabled me to make somewhat of a daily schedule of work that I wanted to carry out in my thirty schools. I felt that at the end of the third year my work was three times as effective as the first. In addition to the work of the first and second year, I encouraged home gardening in ten communities, one hundred seventy-two members were enrolled and planted their gardens. An inspection of the gardens was made during the months of April and May, 1915. They were found good and prizes were given to a number of boys and girls in these communities for their good gardens. During the canning season of my third year's work, two hundred seventy-four members and one hundred six mothers attended. These persons canned 24,124 jars of vegetables and fruits for their homes during the past winter.

My fourth year's work has been WORK! Industrial work has been taught in every school. Rooms for teaching cooking and other work were added to seven schools and three new schools have been built since the close of my third term.

Our State Supervisor, Mr. Jas. L. Sibley and Superintendent Mr. W. B. Riley said that the exhibition of our industrial work during commencement week at Tuskegee was the best ever had. These few results in Macon County have meant work Sundays, noons and nights for the faithful set of teachers of Macon County and the supervisors. There remains so much yet to be done in Macon County until we ask not for rest but strength to labor on.

THE WORK OF THE SCHOOL EXTENSION DEPARTMENT OF TUSKEGEE INSTITUTE, ALABAMA

By Isaac Fisher

History will vindicate the educational philosophy of Dr. Booker T. Washington; and the breadth of his vision will be praised by the judgment of educational statesmen yet to be born.

In the power to adapt educational programs to pressing educational needs among his people, no man has gone before him. In his library he was the pedagogical expert, mastering the science and philosophy of teaching; but in the chair of administration of a great school for Negroes, he was a Doctor of Society, using the pedagogical experts whom he had drawn around him to carry out his prescriptions for the pressing social ills of the colored people.

Tuskegee Institute, consciously striving for fundamentals and to touch first causes, has adopted a program that goes to the heart of first-needs of the colored people.

The work of the school's Extension Department is thus modestly set forth in the Catalogue:

The Home, Farm, Church and School

"The actual work falls under what may be described as—

"(1) The work of school extension proper, that is, teaching the people how to improve themselves **through the home, farm and school.** (The black type is the writer's.)

(2) The work of a continuation school which offers to persons who have gone out from the Institute and are engaged in teaching in the community surrounding the school, opportunities to continue their studies under the

supervision of the Institute while they are engaged in their work as teachers."

To the program above should be added "improvement through the church," since the school's full extension program reads—**"Better homes, better farms, better schools, better churches."**

A Well-Trained Director

Dr. Washington and Tuskegee have always believed in college and University trained men and women, a fact attested by the exhibit that eleven of the nineteen heads of departments of Tuskegee Institute, constituting the supreme resident governing Council, have been trained either in colleges or universities.

It is not surprising, therefore, to find that the Director of the Extension Department is a graduate of Fisk University. Mr. Clinton J. Calloway was with the work when the Department was organized, ten years ago. Mr. Calloway's description of the means through which he was induced to become interested in rural work is extremely suggestive of Dr. Washington's view that the liberally educated of the race should devote their talents to the redemption of the less favored. Says Mr. Calloway:

"In 1893 Dr. Washington made a visit to Fisk University, Nashville, Tennessee. He spoke from the chapel platform to the student body. It was there I first got an impression of his great interest in the uplift of the rural masses of our people. In his earnest appeal to the Fisk student body for men and women to carry a light to these people, he completely convinced

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A. Graduates of Tuskegee Institute Agricultural Department. B. Persons who have been influenced by the Tuskegee Institute Farmers' Conference, Short Course in Agriculture, or other agencies

For further information write to Clinton J. Calloway, Manager, Tuskegee Institute, Alabama; or
A. A. Chandler, Baldwin Farms, Route 1, Milstead, Alabama.

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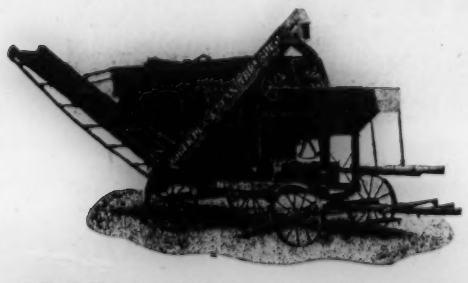

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me that I would be one of those who could be depended upon to serve in helping to better the condition of the rural community."

Leaving school in 1895, Mr. Calloway began rural work near Tuskegee; and was called into the service of the school in 1901 and has grown up with the Extension Department.

Annual Tuskegee Negro Conference

During two days in the month of January of each year the Annual Tuskegee Negro Conference is held at the school.

On the first day, the farmers, who gather here from all parts of the South, are given opportunity to relate their experiences, their discouragements, difficulties and their triumphs as they relate to their homes, farms, churches, and schools; and during this meeting, there stood as a kindly but persistent and terribly-earnest inquisitor, the late Dr. Washington, getting the truth about rural conditions among colored people.

And when the facts were all in, Dr. Washington, like an inspired crusader would drive home this message: "Buy a home and some land; get a good preacher and keep him; lengthen the school term and employ a worthy teacher."

The work "behind the scenes"—the work of encouraging the farmers and their families to visit the Conference is conducted by the Extension Department through the labors of a Conference Agent who travels continuously and keeps alive interest in the subjects for which the Conference stands; and also by means of extensive correspond-

ence with farmers all over the South.

The Local Conference

In addition to the work indicated above the Conference Agent organizes local conferences in different places, whose purpose is to reproduce on a smaller scale the encouragement and helpful advice received at the Tuskegee Farmers' Conference. This agent is the constant medium through which the Extension Department sends its messages relative to the general improvement of rural life in the home, on the farm, in the church and in the school.

Rural School Extension

The dominant work of Tuskegee's Extension Department, however, is that in the direction of rural school extension. The main objects of this work are the building of better schoolhouses for colored people in farming communities, lengthening the very short school terms and securing competent teachers for these rural districts.

When one realizes the miserable appearance and equipment of the average one-teacher Negro rural school, with its ofttimes earth floor, decaying foundation, its one door, one window, leaky roof, open cracks in sides and floors—its general air of desolation and neglect; when one considers the shortness of the rural school term—a term that is short even for the white people, and, of course, shorter for Negroes:

141.5 days in Georgia.
131. days in Mississippi.
130.3 days in Virginia.
128.5 days in Oklahoma.
127.5 days in West Virginia.
124.1 days in Louisiana.
122. days in Tennessee.
119.2 days in Texas.
110.6 days in Kentucky.
108.5 days in Alabama.
100.1 days in Florida.
98. days in Arkansas.
94.5 days in South Carolina.
93.3 days in North Carolina.

When one ponders over the inadequate professional equipment of colored teachers in Southern rural communities—in Alabama, for example, for 1914, out of 1,945 Negro rural school teachers, 1,567 or more than 80 per cent held third-grade certificates, the very lowest legal requirement—when one ponders over all these things, he must realize how important is this work of building better schoolhouses, lengthen-

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The Tuskegee Normal and Industrial Institute will sell a limited quantity of Sweet Potatoes between now and March lst. at 75cts. per bushel.

Beginning March 1st. we will furnish the public early potato slips of the Triumph, Porto Rican Yam, and Bunch Yam varieties for early potatoes.

G. R. BRIDGEFORTH

Director Agricultural Department.

ing the school term and securing competent teachers to which Tuskegee's Extension Department addresses itself.

Rural Schoolhouse Building

The work of encouraging colored people in rural districts to build better schoolhouses has been far-reaching in its effects. A statement recently made by Tuskegee reads as follows:

"Through the generosity of Mr. Julius Rosenwald, Trustee, of Chicago, Illinois, provision has been made by which a number of model rural schoolhouses have been and are being built for colored people, in certain counties in Alabama and in a few of the adjacent States, to take the place of the one-room schoolhouses usually found in rural districts. The condition attached to the aid thus given is that a given community desiring to build a schoolhouse shall raise an amount of money at least equal to that given from the Rosenwald Fund. Usually the communities secure aid from their county or State officials and add this to the amount which the colored people themselves contribute. Agents of the Extension Department are employed to go into such communities as plan to build new schoolhouses and help stimulate interest in the movement. The work is done in co-operation with the county and State officials.

"Thus far the results have been beneficial and helpful; for in practically every case, each dollar of the Rosenwald aid has induced the respective communities to contribute two or more dollars for schoolhouse building. The average cost of these school buildings is, counting cash, labor, land, and material, One Thousand Dollars."

It is of interest to know that Dr. Washington's oldest son Booker T. Washington, Jr., is one of the active agents in school building.

Number of Schools Aided

Not counting schools yet to be reported, directly through the Agency of the Extension Department, Mr. Rosenwald's aid has been extended to Negro rural school as follows:

In Alabama, 107.
In North Carolina, 11.
In Georgia, 8.
In Arkansas, 6.
In Tennessee, 5.
In Mississippi, 2.
In Virginia, 2.
In South Carolina, 1.
Total, 142.

Rural School Handbook

In addition to this, the Extension Department has issued a handbook on "The Negro Rural School and Its Relation to the Community." This is the most complete and valuable publication of its kind thus far issued. A copy will be sent free to any person requesting it.

Not only does this work deal with the building of schoolhouses, but its directions for raising money by rural communities are of special value to leaders desiring to lengthen the terms of their rural schools.

Supervision of Rural Schools

Fifty-five Negro rural schools in Macon County—home of Tuskegee Institute—are under the general supervision of the Extension Department.

Special supervisors are sent out by the Department to advise and assist teachers with reference to the management of school farms and gardens, the teaching of agriculture and other industries. As a result, the Macon County rural schools are among the best in the South. Teachers in the county, therefore, have splendid opportunities to study Tuskegee's extension methods and to fit themselves for the more responsible positions of rural school supervisors.

Besides this, students of the Institute senior classes are given a chance to observe and actually teach in these county schools.

Teachers' Institutes

In addition, the county teachers' institutes are under the direction of the Extension Department and all the advanced methods adopted by Tuskegee for rural betterment are placed at the disposal of these county teachers.

Co-operative Extension Work

Other phases of extension work are conducted by the Tuskegee Institute; and in most of these, such as the Mothers' Meetings, Ministers' Association, Town Night School, and the distribution of rural school libraries the Extension Department co-operates when requested to do so.

Value

Because of the great hosts of colored people who will never have opportunity to attend formal schools, but whose home life needs strengthening and vitalizing; because of the great need of reformation of the country church and school—work which can be done only through extension methods—the Extension Department must appeal more and more to the support of those who are interested in changing for the better the social habits of the colored people.

THUS THEY HAVE ALWAYS DIED IN BATTLE

Field Headquarters, Mexico, June 26. (By Wireless to Columbus, N. M.)—American Negro troopers faced almost certain death at Carrizal with smiles on their lips, and they burst into song once or twice as they fought their grim fight against odds.

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THE MAGIC SHAMPOO DRIER AND HAIR STRAIGHTENER
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Easy terms, practical courses, pleasant surroundings. For terms or catalog, address Dr. S. B. Jones, *Director*. Send $1.00 and secure lodging in advance.
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